



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE SCHOOL REVIEW

A JOURNAL OF SECONDARY EDUCATION

VOLUME XXIX

JUNE, 1921

NUMBER 6

Educational News and Editorial Comment

FAILURES OF HIGH-SCHOOL STUDENTS IN THE FRESHMAN YEAR OF COLLEGE

A great deal of publicity has been given during recent years to the statement that the state universities have dropped a large number of Freshmen in the early months of their college careers because of their inability to do satisfactory college work. The newspapers which have reported this statement have pointed out that the universities are overcrowded and that they are adopting this method of making a drastic selection among the Freshmen who come in such numbers that it is well-nigh impossible for the institution to handle them. President Birge of the University of Wisconsin was stimulated by this kind of report in the public press to make the following statement:

The total number of Freshmen "dismissed" from the University of Wisconsin at the end of the first semester this year approximated 115, out of a Freshman registration of 2,240; that is to say, about 5 per cent. A considerable number of the students thus dropped—probably about one-half—are so-called "hold-over" Freshmen, that is, Freshmen whose work was unsatisfactory last year and who had been continued on probation in order to give them another opportunity. Probably, therefore, between 2 and 3 per cent of the students who entered the university in the fall have made records so poor that the university does not think it wise for them to continue

attendance any longer. This is about the usual number; certainly it was no larger this year.

But many more students leave the university than are "dismissed," for the percentage of students who enter the university as Freshmen and continue through until they graduate is not essentially different from the corresponding number in the high schools. Statistics show that the Senior class in the high school in Wisconsin numbers less than one-half of the students who entered high school as Freshmen. In the university the percentage of Seniors is higher, ranging from 70 to 80 per cent of the corresponding Freshman class, or even more, but this high percentage is in considerable measure due to the large number of students who come to the university from other institutions with advanced standing. Probably not more than one-half of the Freshmen who enter in any year complete a course for graduation.

Most of the notably successful students complete the course, and a very large part of those who leave are reaching little success in their studies. Most of those who thus fall out do so voluntarily and are not "dismissed." But their lack of success is, nevertheless, one of the important reasons for their leaving school; and this statement is equally true of high school and college.

Replying to "what the high schools should do," Dr. Birge said:

The preparation of students for higher education is one of the "major industries" of the high school. The number of high-school graduates who continue with advanced studies is, I believe, larger than most people think. In 1919, the university received about 1,800 Freshmen from Wisconsin; the colleges of the state received about 1,600 Freshmen, mostly from Wisconsin; the normal schools probably took in as many as 1,500 high-school graduates. Thus more than 4,500 Wisconsin students entered higher institutions within the state, besides a great many who went to college or normal school outside. At a very moderate estimate from one-third to one-half of our 8,000 to 9,000 high-school graduates continue study after graduating.

I was told last year that there was no use asking the high-school students in March whether they were coming to the university in September, because it was so early that many would not have decided. Such students are not and cannot be really *prepared* for college and are correspondingly likely to fail.

High schools can urge students to plan for college, to take a course which definitely prepares them for college, and to work hard on these studies. The student who is to go on with four years of study after high school is in a different situation from one whose high-school course is his last regular schooling. Both types need the considerate and intelligent guidance of their teachers.

Students should understand that they usually waste their own time and their parents' money if they *drift* into college. Those profit by college who are following a plan clearly marked out and energetically executed. Students should be made to feel that the state is expending large sums of money in

providing higher education for ambitious and successful students; that a *student* is one who studies; and that study means hard work every day. If high-school boys and girls are unwilling or unable to pay this price for a higher education, they should not go to college at all; still less should they expect the state to invest money in their half-hearted attempts at college education. It is the business of the high schools to advise such students not to go to college. It is even more their business to send on to college all eager, hardworking, and intelligent students, for in these lies no small part of the future of the state.

THE JUNIOR COLLEGE

The fourteenth meeting of the National Conference Committee on Standards of Colleges and Secondary Schools dealt at length with the junior college. It found that this institution must be defined with discrimination and that very often it fails to fulfil the requirements which are necessary to justify the use of the term college.

The full report on this matter is as follows:

The junior college is an institution covering the first two years of a standard college course, based upon the completion of four years of high-school work. It may be a division of a large university offering a full college course but for administrative reasons dividing that course into two separate units, each covering two years of work; it may be a separate institution, either rural or urban, under private or public control, established primarily either to meet local needs for post-high-school work, whether vocational or cultural, or to allow students to take the early years of their college course near their homes or in a comparatively small and closely supervised environment; it may be a graduate annex to a local high school organized primarily to gratify local pride or to aggrandize the local school system.

There are over a hundred such institutions in the country at present, and there is a marked tendency to increase the number. The institution has had its greatest development in the West and South, but it exists in all parts of the country, and the movement is general rather than local or regional.

In many cases the junior college meets a genuine need. It serves in a measure to relieve the enormous pressure of students on many of our universities, and by relieving that pressure helps to solve the troublesome problem of the assimilation of the Freshman. It lightens the financial burden for many students by allowing them to take the first half of their college course at less expense than in a distant institution. For many it affords the opportunity at home and at small cost to pursue vocational or pre-professional studies that otherwise they would be unable to afford.

Since it thus meets definite needs, it is evidently here to stay, and the problem is not whether we shall have junior colleges, but how far they shall be encouraged, what standards shall be insisted on, and how far work done

in them shall be accredited by standard colleges, by professional schools, and by universities.

It may be set down as a safe working principle that junior colleges should be encouraged in so far as they meet genuine, legitimate needs, and that their work should be accepted and accredited in so far as it conforms to the standards maintained by colleges and universities of recognized standing. This means that the institution must possess at least the minimum collegiate equipment, that the teachers must be of collegiate calibre, men and women of scholarly attainment, that the work must be done under college conditions, and that the atmosphere must be distinctly collegiate rather than secondary in character. In other words, the work done in junior colleges must be recognized at its face value just as far as, and no farther than, it conforms to the standards of our recognized institutions.

The junior college as a division of a large university may be an administrative device of great value, but the institution in this form is something with which we are not particularly concerned at present.

The rural junior college may serve a very useful purpose, and it would undoubtedly be for the best interests of this country if many of the small institutions, with weak resources, which are vainly struggling to maintain themselves as second- and third-rate colleges would frankly recognize the situation, give up the struggle, limit their field, and make themselves into first-rate junior colleges, sending their students on to earn their degrees in standard institutions.

Some of our cities maintain strong and well-equipped municipal colleges and even universities, and there is no reason why, if a local need exists, a larger number should not maintain junior colleges. It must be emphatically asserted, however, that if such an institution is to claim collegiate standing and collegiate recognition, it must maintain collegiate standards. It must ordinarily be a separate institution, with its own building, its own president, and its own faculty. It must possess adequate library and laboratory facilities for work of college grade. Its faculty must have higher scholarly attainments than the minimum necessary for successful high-school work, and a reasonable proportion of the staff should have had experience in college teaching. The number of teaching hours required of them must be smaller than are ordinarily called for in high schools, in order that they may have opportunity for proper study and preparation. The method of instruction should be collegiate rather than secondary, and the atmosphere should be the same.

The extension of a high-school course by the addition of one or two years of more advanced work may meet a genuine local need, but such an annex to a high school is not necessarily worthy of collegiate standing. In general, it may be said that such an institution, with the high-school principal becoming the president of the college, with certain of the high-school teachers taking over the work of instruction, and carrying it on with the high-school facilities, does not deserve to be called a college, and should not be recognized as such.

COLLEGE-ENTRANCE REQUIREMENTS

A second matter considered by the National Conference Committee on Standards of Colleges and Secondary Schools was presented in an elaborate paper by Mr. Clyde Furst, secretary of the Carnegie Foundation. Mr. Furst gave a general summary of the changes which have taken place in college-entrance requirements since 1912 in 125 institutions. His general summary is of such importance in defining the current relations between secondary schools and colleges that it is quoted in full as follows:

Requirements in 1912 and in 1920 for entrance to candidacy for the bachelor's degree in liberal arts, as shown by a study of the conditions in 125 universities and colleges that were approved by the Association of American Universities in 1918, disclose the following tendencies:

1. The number of institutions having but one requirement for the various bachelor's degrees in liberal arts increased from 70 to 77, that is, from 56 to 61 per cent of the entire 125.

2. The number of requirements for entrance that demand 15 units of preparatory work increased from 91 to 145; that is, from nearly one-half to more than three-fourths of the total of 189 requirements.

3. The total number of units required for entrance in the 125 institutions increased from 2,786 to 2,834; that is, 13 per cent.

4. The number of units prescribed as to subject decreased from 2,025.5 to 1,268.5; that is, from 72 to 44 per cent of the whole number, a decrease of 37 per cent.

5. The number of units left entirely free as to subject increased from 101 to 348.5; that is, from 3.6 to 12 per cent of the whole number.

6. The number of elective units increased but slightly, from 659.5 to 697.5; that is, from 23 to 24 per cent of the whole.

7. A comparatively new feature, alternate requirements; that is, units to be taken in either Latin or Greek, mathematics or chemistry or physics, and so on, has come to include, in 1920, 519.5 units, or 18 per cent of the whole.

8. Both in 1912 and in 1920 the 49 institutions of the North Central Association of Colleges and Secondary Schools required, on the average, the largest number of units for college entrance; the 28 institutions of the Association of Urban Universities came next; the 31 institutions associated with the College Entrance Examination Board next—all three representing requirements above the average of the whole 125 institutions, both in 1912 and 1920; these requirements were, respectively, 15.03, 14.01, and 14.79 units, as compared with an average of 14.74 in 1912; and 15.07, 15.06, and 15.03 units, respectively, as compared with an average of 14.98 in 1920.

9. The 31 institutions represented in the National Association of State Universities and the 17 of the Association of Colleges and Secondary Schools

of the Southern States have an average requirement lower than the general average in 1912, namely, 14.67 and 14.38, respectively, but in 1920 both had an average requirement higher than the general average, namely, 15.01 and 15 units, respectively.

10. The 28 institutions represented in the Association of Colleges and Preparatory Schools of the Middle States and Maryland, the 21 represented in the New England Association of Colleges, and the 10 in the New England College Entrance Certificate Board, required, on the average, a number of units for entrance smaller than the general average, both in 1912 and in 1920, namely, 14.58, 14.58, and 14.28 units, respectively, in 1912 and 14.92, 14.86, and 14.63, respectively, in 1920. Both in 1912 and 1920 the institutions associated with the New England College Entrance Certificate Board required, on the average, the smallest number of units for entrance. This group alone had, in 1920, a smaller average requirement than the general average in 1912.

11. With regard to prescribed subjects, the institutions associated with the Middle States, the Entrance Examination Board, and the two New England groups had, on the average, larger requirements than the general average, both in 1912 and in 1920. The State Universities and the North Central Association had, on the average, smaller requirements than the general average, both in 1912 and in 1920. The Southern Association and the Urban Universities averaged more than the general in 1912 but less in 1920.

12. With regard to alternate requirements, which are specified only for 1920, the Middle States, Examination Board, Urban Universities, and the two New England groups have larger, the Southern, North Central, and State Universities groups, smaller requirements than the average.

13. With regard to electives, the State and the North Central institutions had more than the average, and the Middle States, the Urban Universities, the Examination Board, and the New England Certificate group had less than the average, both in 1912 and in 1920. The Southern institutions had less than the average in 1912 and more in 1920. The New England Association institutions had more than the average in 1912 but less in 1920.

14. With regard to free units the Southern, Examination Board, and the New England groups offered nothing in 1912, and their allowance was below the average in 1920, as was the offering of the Middle States in both years. The State Universities were below the average in 1912 but above in 1920. The Urban and North Central groups were above in both years.

15. In summarizing the relative frequency of the various subjects, some ratio of evaluation between prescribed, alternate, and elective units is necessary. In the following comparison this ratio has been taken, as one, one-fourth, and one-seventh, the average alternate group containing four subjects, the average elective group seven.

16. The most frequent entrance subjects, considering prescriptions, alternates, and electives, all together, are thus English, Mathematics, Latin; the History, Civics, Economics group; German, French, Greek, Spanish, Physics, Chemistry, Business, and Botany, in the order named.

17. The most frequent subjects among prescriptions alone are English, Mathematics, Latin, the History and Civics group, and General Science.

18. The most frequent alternate subjects are French and German, Latin, Greek, and Spanish.

19. The most frequent electives are German, History and Civics, French, Latin, Greek, and Mathematics.

THE JUNIOR HIGH SCHOOL

At the last meeting of the North Central Association a committee of the Commission on Secondary Schools wrestled with the problem of defining the junior high school and supplying the Association with the standards on which an approved list could be based. The committee found that junior high schools are so different in character that no single name adequately covers all the cases. They, therefore, adopted in much of their discussion a negative designation for these schools, referring to them as non-8-4 schools. After attempting to define this new institution, the committee decided that it would be a hindrance at the present time rather than a help to the movement to set up a system of standards. The whole matter was therefore postponed for a year, but in the meantime a conference was held to discover the opinions of such members of the Association as were interested to attend this special conference. The following report was issued after the conference had canvassed the various matters that were presented by the committee:

This conference revealed a high degree of uncertainty and confusion concerning the organization of junior high schools. A similar degree of uncertainty and confusion was reflected in the reports which the committee received from schools which have undertaken some form of reorganization. Following this conference and the examination of the questionnaires returned by the junior high schools, the committee met and formulated the following recommendations:

1. The secondary school should be a unit in the educational system and should include Grades VII to XII. Following the presentation of this report, the committee was instructed by the Association to consider its work in terms of a secondary-school period beginning with the seventh grade and continuing to the third year of the present college organization.

2. For purposes of administrating efficiency, these grades may be organized on the basis of the three-three plan, the two-four plan, the four-two plan, or the six-year plan as local conditions warrant.

3. Under usual conditions a school system with fewer than five hundred pupils in Grades VII to XII should not attempt to organize on the basis of more than one unit, provided these grades are housed in one building.

4. Under usual conditions a school system with considerably more than five hundred pupils should organize the secondary school into two units.

5. Ultimately the training of all teachers of academic subjects in Grades VII to XII should be the same as that fixed by the North Central Association for teachers in accredited high schools.

6. In its curricular offerings, a school should present a range of work in the seventh and eighth grades which is more extensive than that offered in the traditional school, and provision should be made for some pupil choice of subjects.

7. In the administration of the program of studies in Grades VII and VIII, provision should be made for: (a) at least partial departmentalization of instruction, (b) promotion by subject, (c) pupil collateral activities supervised by school authorities, and (d) some form of supervised study, either by teachers in the classrooms or by trained, experienced supervisors in larger study halls.

8. In the administration of the school, provision should be made for: (a) recitation periods of not less than thirty-five minutes, exclusive of all time used in the changing of classes or teachers, (b) a teaching load of not more than thirty periods per week of forty minutes each, and (c) a number of pupils per teacher based on average attendance of not more than thirty.

The committee is of the opinion that the junior high school movement is of too recent origin to warrant the adoption of standards for accrediting. In fact, the committee is of the further opinion that any effort to standardize junior high schools at this time would be productive of much harm. However, the committee feels that the Association can and should contribute to the direction of the junior high school movement through studies based on actual practices and through conferences held in connection with the annual meeting of the Association. The committee of the Commission on Secondary Schools is planning to co-operate with a special committee of the Commission on Units, Courses, and Curricula in further studies of the junior high school problem and in planning a conference for this next year. The committee is convinced that the aims and purposes of the junior high school, its curricula, the method and treatment of subject-matter, the making of adequate provision for individual differences, and the development of pupil collateral activities, are the vital questions that need much study to the end that the best practices may be discovered and may be more generally adopted.

A NEW TYPE OF COLLEGE WORK

The *New York Evening Post* gives in two of its educational summaries accounts of experiments that are to be tried at Antioch College and Bryn Mawr aiming to develop a closer relationship between the work of liberal arts colleges and the industrial world.

Antioch College came into prominence in the educational history of Ohio through the efforts of Horace Mann, who was its first president. Since those early years it has gone through the various evolutions which marked the careers of the small colleges of Ohio. It had at the beginning of its history an equipment which in the earlier days was adequate for a liberal arts course, and it had a student body large enough to justify its efforts, but in recent years the attendance of students has been very small and it has been impossible to keep up the library and laboratory equipment necessary for a full series of modern courses. A number of manufacturers from Dayton became interested in the college at this stage in its declining career and have taken over the whole plant with a view to organizing an entirely new kind of institution.

Arthur E. Morgan, an engineer, has been made president of the college. Mr. Morgan has long been interested in introducing into schools constructive work which shall change the character of education from purely academic studies to a broader outlook on material facts and social relations. He is preparing to set up on the campus of Antioch a number of manufacturing establishments in which students are to work at the same time they are pursuing their college studies. He is also going to take advantage of the industries of the neighboring cities to carry on the same program. Some of the statements which he makes about his work are quoted in the article in the *New York Evening Post*.

It is the aim to unite the fundamentals of a cultural education with the essentials of professional or technical education, so that while the student is becoming fitted for effective work in a profession or other vocation he or she at the same time will be prepared for effective citizenship. Our technical schools too frequently confine their teaching to the technique of a particular calling, leaving the student sadly unprepared in the culture, knowledge, and outlook needed by every person as a preparation for effective living.

It is the aim to help the professional or technical student to the mastery both of the theory and of the art of his prospective calling. It is the custom of most professional and technical schools to train the student almost solely in the theory and the accumulated information concerning his calling, leaving him to pick up the art of actual accomplishment after he leaves school. It is the lack of the practical mastery of his calling which commonly makes the professional or technical student so ineffective and helpless upon graduation, and which so commonly results in his spending several years, sometimes of

nearly wasted effort, in finding himself. To assist the student to such practical mastery at the same time that he is learning the theory of his calling the Antioch program provides that the professional or technical student may spend half his time at school and half in practical work, as nearly as possible along the lines of his proposed calling. To this end the students will alternate between a month at school and a month at work.

Co-operation has been arranged with nearby industries for the employment of students on this half-time basis. There are five hundred industries within thirty miles of Antioch, though the college itself is in a quiet village half hidden among the trees. As fast as arrangements can be matured, it is planned to construct a factory building on the college campus, in which will be located a number of small industries where the students will be engaged in the various phases of industry. A part of these industries already have been chosen, but there still are a number of openings for others of particular value and promise to locate at the college. These may be going concerns that come because of the advantages offered there or they may be new industries. To be acceptable, an industry should demand workers of high intelligence, so that the students will not have to compete with unskilful and unintelligent labor; it should have high educational value for the workers, and should supply a product for which there is a reasonably uniform demand.

Antioch is blazing a new path in American education. Students, teachers, and trustees will be pioneers together in working out its destiny. The entire country is being searched for a faculty of men and women who have the courage, vigor, originality, and vision to bring these hopes to fruition; and a board of exceptional trustees is giving the keen personal interest necessary to insure success. Intelligent young men and women of virility, initiative, and the pioneering spirit will find in these first years an opportunity for personal associations and for development which scarcely can be equalled in later years, when the routine is thoroughly established. Available places in the student body must be saved for this type. Boys and girls who demand a perfection of routine are referred to various other educational institutions, where the same things will happen next year that happened last, and where there is no danger of disturbance from new ideas or from pioneer conditions.

The experiment of Bryn Mawr is of a different character from that at Antioch. The college plant which has heretofore been unused during the summer is to be turned over to young women who come in from the industries and wish to have some of the advantages of a higher education but are unequipped with the preparation ordinarily required for admission to Bryn Mawr. The statement made by the Bryn Mawr authorities is as follows:

The school will open on June 15. The subjects offered will be those requested by the students. For the first summer the students may choose

among the following: English, written and spoken; literature, history, economics, government, labor movements and problems, industrial organization, elementary law, physiology and hygiene, community life, origin and evolution of the earth and of life, public speaking, and appreciation of art.

The mornings, all but one hour, will be devoted to lectures and discussions. In the afternoons there will be two hours of conference and preparation. The rest of the day will be filled with typical college activities. There will be plays and entertainments, with the necessary hours of preparation involved. The library will offer a cool summer retreat to the more studiously inclined.

Field athletics, training in the gymnasium and dancing under the stars on its roof; swimming in the pool, and country walks—all will help to fill the summer days. A group of *alumnæ* of the college will live in the dormitory and share the athletic and social life of the summer students.

Scholarships of \$200 each will be provided by trade unions, through working girls' clubs, or from a scholarship fund for women wishing to avail themselves of the opportunity who might otherwise be prevented from attending school. Organizations of women workers may offer additional stipends to include travelling expenses to and from the school if the student comes from a distant section of the country. These scholarships will be open to women from any section of the United States and from any trade. In each case the scholarships will be awarded through local committees established in various centers throughout the United States co-operating with the central Scholarship Committee.

To be eligible as a candidate, a woman must be able to read, write, and speak English, and preferably have a grammar-school education. "From twenty to thirty-five years is the most desirable age for candidates," says the official statement, "though girls as young as eighteen years will be accepted if they show special qualifications."

Bryn Mawr does not intend to direct and control this new venture in "workers' education"; the college merely creates the opportunity. As the official statement says:

"Bryn Mawr offers her equipment and assists in making it financially possible for qualified women to take advantage of it. At this point she ceases to act alone, and the undertaking becomes a joint one, to be developed by the best minds in labor and educational circles. It is a matter of free give and take. The summer students will bring into the scholastic atmosphere of the college a breadth of outlook, a depth of living experience that it could acquire in no other way. Whole new vistas of interests and understanding will be opened to those fortunate *alumnæ* who are chosen to act as tutors and assistants this summer. The new students, on the other hand, will be able for two months to enjoy an opportunity of living and thought hitherto denied them by the relentless pressure of the industrial system to which they have been subject; it is conceivable that the entire future of some of these students may be fundamentally changed by this eight weeks' excursion into a new world."